| ERIC Document Resume | See Instruction Sheet | DATE OF RESUME | DATE RECEIVED |
|---|---|---|---|

**A. PUBLICATION DATA**

| 1. ERIC NUMBER | 2. ORIGINATOR CONTROL NO(S). | 3. IDENTIFICATION NO. | DO NOT WRITE IN SPACE BELOW |
|---|---|---|---|
| ED002508 | N.A. | N.A. | |

4. AUTHOR(S): Maglietto, Lois B.

5. TITLE OF DOCUMENT ABSTRACTED:
"Where are They?" "How are They Educated?" Teaching the non-English Speaking Children in Our Public Schools

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG.
ST. N.A.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: N.A.

| 10. VOL. | 11. PAGES | 12. MO./YR. | 13. TOTAL PP. |
|---|---|---|---|
| N.A. | N.A. | 1/64 | 18 |

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

**B. INDEXING DATA**

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

| | | | | |
|---|---|---|---|---|
| non-English speaking children | United States | textbooks | | Cubans |
| public schools | special education | reference materials | | Puerto Ricans |
| surveys | teacher education | materials | | Mexican-Americans |
| | inservice programs | language arts | | American Indians |

17. ABSTRACT (MAX. 250 WORDS) A survey on where most of the non-English speaking children in the fifty states were attending school and by whom they were being educated was reported. Of the 50 states, 38 said they had problems in educating the non-English speaking children in their public schools; ten of these were educating the majority of non-English speaking pupils in the United States at that time. A total of 28 states reported no problems with their non-English speaking pupils.

In eleven states, specially trained teachers of English as a second language were employed, and only in some schools in those states. In ten states, the classroom teachers were given special inservice training in second language teaching, but the training was not state-wide. In 38 states, classroom teachers with no special training in English as a foreign language were teaching non-English speaking children in some classes.

In 32 states, 77 colleges and universities offered courses in linguistics and the teaching of English as a foreign language. In 14 states, curriculum guides, handbooks for teachers, and bulletins on teaching non-English speaking children were published.

Many respondents reported that the establishment of special classes had been recommended repeatedly, but that nothing had been done. Some states felt they met the problem through the ungraded primary system. In many cities, teachers were trained on the job by principals and fellow teachers in the field of teaching the non-English speaking. Many teachers had to accept these jobs as first assignments but sought other positions as soon as they could.

It was concluded that only a few states were doing all they could to educate non-English speaking children, and that only a few (only 15 states) had any future plans.

| ERIC No. | 18. SOURCE OF ABSTRACT | | |
|---|---|---|---|
| | C. FUNDING DATA | | |
| | 19. SUPPORTING ORGANIZATION | 20. DIVISION OR DEPT. | 21. CONTRACT NO. / PROJECT NO. |
| | | 22. TOTAL COST OF PROJECT | |
| | | 23. DURATION OR PROJECT | U.S. Department of Health, Education, and Welfare Office of Education |

ERIC Form 1

ED002508

# "WHERE ARE THEY?" "HOW ARE THEY EDUCATED?"

## Teaching the Non-English Speaking Children in our Public Schools

by

Lois B. Maglietto

January, 1964

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

J0584

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

ED002508

PREFACE

Appreciation is due the many persons who contributed the information contained in this paper.

This report is the result of a survey of the fifty United States. It includes information on where most of the non-English speaking children are attending school and by whom they are being educated.

The research paper has been prepared for the information of all Public School Systems in the United States.

I take the liberty to quote a poem taken from a Teachers Guide to Education of Spanish-Speaking Children from California.

MIXED UP

Skin that is brown
Skin like your mother's
Why does it matter it's not like the others?

Eyes that can dance,
Eyes that shield,
What are the feelings you keep concealed?

Heart that is timid,
Heart that is bold,
Do other hearts to you seem cold?

Lips that hesitate,
Lips that defy,
Little mixed-up Mexican guy.

Goldis Paulson

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

"WHERE ARE THEY?" "HOW ARE THEY EDUCATED?"

There seems to be a definite problem in the United States in educating the non-English speaking children in our public schools.

Thirty-eight of the fifty states admit to having varying degrees of a problem. Ten of these thirty-eight states are educating the majority of the non-English speaking pupils in the United States at this time.

The United States census of 1960 shows that over one million Texans are first or second generation Americans-more than a quarter of a million of them foreign born. A total of thirty one counties in the state of Texas reported an enrollment of fifty percent or more Spanish pupils. Schools in eight counties reported more than seventy-five percent and one county, Kenedy, reported one hundred percent. This represents about one of every six pupils enrolled in the Texas public schools during the 1955-56 school year as being non-English speaking. The drop-out rate of Spanish speakers is four times as great as that of the school population as a whole. The 1960 United States census reports for Texas that for persons of Spanish surname, the median number of school years completed was 4.7.

Comparable figures were 10.8 years for "all white" population of Texas and 8.1 for "non-white" (Negro plus Asian) "Clearly our educational programs for Texas are not entirely successful when we lose our bilinguals before they complete the fifth grade."[1] This information comes from a state which is doing as much, if not more, than any state to educate the non-English speaking child.

In Hawaii, fifty percent of the children in the public schools speak "pidgin English" (a jargon used between foreigners and the Chinese) while two percent speak an oriental language, usually Japanese.

Dade County, in Florida, which includes Miami, understandably has the greatest problem in the state of Florida with their influx of Cubans.

California has a problem in at least two of their major cities, San Diego and Los Angeles. San Diego has special classes in their elementary schools, there is a pilot project this year to be given extra financing from the state. Los Angeles current program is in sixteen of their Junior High Schools and eight Senior High Schools.

Both the Indian and Spanish speaking children in New Mexico create a problem in the Las Cruces Schools.

---

[1] Mildred Boyer, "Texas Squanders non-English Resources," edited by Theodore Anderson, The Texas Foreign Language Association Bulletin, 5:7, October 1963.

New Mexico has a Division of Indian Education in their State Department of Education. In 1953 they began to accept Indian children by agreement with the Bureau of Indian Affairs. There are about 21,000 Indian children of school age in New Mexico, the public schools accomodate about 7500 of these children. Albuquerque, New Mexico has a large number of Indian children in their schools. Most of the others are in rural schools. There is a heavy Spanish population throughout the length of the Rio Grande valley and in the northern mountains of New Mexico.

New York's problem is localized, of course, in New York City. It began its study of the Puerto Ricans in New York City in 1953 and continued until 1957, the study was sponsored by the Board of Education of New York City under a Grant-in-Aid from the Fund for the Advancement of Education. The Study includes only those children in Grades 4 through 9 and was concerned with about 10,000 pupils.

Milwaukee, Wisconsin has only about 250 non-English speaking children in their public schools. However, they feel that this number warrents special attention and are doing something for them. It is assumed that there must be other non-English speaking children in the state of Wisconsin.

Puerto Ricans have been going into Pennsylvania, largely to Philadelphia, within the past decade and

more recently the majority have been settling in cities within 125 miles of Philadelphia. Pittsburgh is one of these cities.

There are many Indian, Mexican and migratory children in the state of Colorado and they create a definite problem in this state.

Connecticut reports very little information on the population of non-English speaking pupils in their public schools. Hartford has made surveys and in 1959 identified 928 such pupils in their schools and found that four percent of the total school population had come from foreign speaking countries within a five-year period. The indication is that this percent is considerably higher as of 1963. New Haven, Connecticut admits that there is a problem there but does not give any information as to population.

Twenty-eight states report some of these non-English speaking pupils in their schools but do not feel that they create a problem for them. Detroit, Michigan says that they have these children in their city schools, but do not consider them a problem. We, who work in this field, also do not consider the non-English speaking children a problem but we do consider a special education for them a problem. Especially, under the existing conditions of limited education of special teachers and limited special materials for the teaching of English as a foreign language for these pupils.

Atlanta, Georgia reports that in recent years there have been several hundred Cubans coming into their state, however, the parochial schools have received most of the children and have a special program for them.

Alaska has certain areas in the state in which native dialects predominate. However, the education of these children generally falls within the province of the Bureau of Indian Affairs.

The education of non-English speaking children is not a very real problem in Idaho. The State Department of Education does contemplate developing a special program in education for children of this group and it will involve the question of language.

In the state of Maine, there is a problem of children of Franco-American background who come to school without a knowledge of English.

The children of migrant workers create some problem in South Dakota but to no great extent.

There is no problem to any great degree in the state of Nevada, although there are some non-English speaking children from abroad, a few rural schools have some Pinto and Shoshone and others have Mexican agricultural laborers' children. There is even a recent influx of Cuban refugee children in Nevada.

Richmond, Virginia assimilates their occasional non-English speaking pupil into the regular classroom.

Kansas City, Missouri very seldom has a non-English

speaking pupil and when they do, they place him with a biligual child who can help him.

Vermont has no extensive program or a need for one.

There is very little of a problem in the state of Oregon. They do have some Spanish-Americans for a short time in the fall and again in the spring.

There is no serious problem in New Jersey. They have several schools with a small number of non-English speaking children.

The state of Maryland has no special state wide program, however Baltimore does have a decreasing foreign-born population.

Ohio has some Spanish speaking children and some who speak other languages. Cleveland has enough of these pupils to warrant the hiring of a Spanish speaking teacher to work with Puerto Rican children.

In Seattle, Washington, those few who enter their school system are placed in the grade thought most suitable for them.

In Portland, Oregon, all non-English speaking high school pupils are placed in one school where two special teachers are assigned.

Kansas has a few Mexicans in Dodge City, they are handled in the Un-Graded Primary System.

There are so few non-English speaking children in Wyoming no provision has been made for them.

Chicago, Joliet, and Waukegan, Illinois report

special programs in their cities. In the Franklin School in Chicago over ten percent of their enrollment was Puerto Rican in 1956. Due to Illinois extensive adult education program for Foreign Born, it may be assumed that there is a problem in educating the children of these families.

It appears that in Louisiana the problem is handled to a great extent by the parochial schools.

Massachusetts informs us of their Adult Program only and again it is logical to assume that there must be some non-English speaking pupils in their public schools.

Minneapolis, Minnesota has a few non-English speaking children in their school system. Those who enter at the secondary level also attend adult classes in English for the foreign born.

The Choctaw Indians in Mississippi live on government reservations and are taught in special schools which are established by the Indian Agency which is a part of the United States Department of the Interior.

The state of Montana has some Indian children in their schools, however, they have an English speaking vocabulary. Apparently, this is considered adequate and they receive no special education.

There is a problem to a limited degree in Scottsbluff and Alliance, Nebraska.

In the "North Country" area of New Hampshire as well

as in some heavily concentrated urban centers in the southern part, there are some students of Franco-American background who have special problems with English, a few do not speak English at all.

The problem in Utah is that of intergrating Indian children into their public schools. Admittedly, they have done little in dealing with the problems of educating the non-English speaking children of their state.

The Director of Indian Education and the State Superintendent of Public Instruction in Arizona, have, "Dedicated themselves to the Youth of Arizona with the hope that in their lives the Good that is Old and the Good that is New may eventually be entwined like the strands of a Lariat."2

Indiana has a problem to a small degree, however, no special program is provided.

Presumably there are no non-English speaking children in Alabama, Arkansas, Delaware, Iowa, Kentucky, North and South Carolina, North Dakota, Oklahoma, West Virginia, Rhode Island, and Tennessee.

Specially trained teachers of English as a second language are employed (in some schools) in only eleven of our states. In ten states, the classroom teachers are given special in-service training in second language

---

2 W.W. "Skipper Dick," A New Approach to Second Language Teaching - 1962," edited by Mamie Srzemore.

teaching. This training is not state-wide, it varies from city to city. Classroom teachers who have had no special training in English as a Foreign Language must teach the non-English speaking children in some classes in thirty-eight of our states.

It was amazing to find that there are at least seventy-seven Universities and Colleges in the United States offering courses in Linguistics and the teaching of English as a Foreign Language. Thirty-two out of fifty states offer these courses. Puerto Rico has courses in Teaching English as a Foreign Language in five of their Universities.

Fourteen states publish Curriculum Guides, Handbooks for Teachers and Bulletins on teaching the non-English speaking child.

Only about fifteen states have any plans for the future in the field of Teaching the non-English speaking child.

The Department of Health Education, and Welfare, Office of Education assures us that efforts being made in various parts of the country are necessary first steps to motivate wide spread concern about the problem of teaching our non-English speaking pupils. The Office has no specialist in the area of English as a foreign language and states that it is a field closely allied both to the teaching of English and to the teaching of foreign languages, yet it requires the

time and knowledge of a person trained in this area to speak with assurance on the subject.

The Ford Foundation and its affiliate, the Fund for the Advancement of Education, have sponsored three projects, two in New York and one in Florida.[3]

The United States Department of the Interior, Bureau of Indian Affairs, Choctaw Indian Agency, Philadelphia, Mississippi, operates schools in Mississippi as the Choctaw children are not enrolled in the public schools.

In 1963 more than half (52.6%) of all Indian Children of school age attended public schools in the United States. Of those enrolled in school, 59.5 percent attended public schools, 32.8 percent attended Federal schools, and 7.7 percent attended mission and other schools.[4]

The United States Department of The Interior, Bureau of Indian Affairs, Juneau Area Office, Juneau, Alaska has a well planned program of special education for their non-English speaking children. They have teacher made materials, summer programs for Beginners

---

[3] Board of Education of the City of New York, Hudson Guild Neighborhood House, Language Research Incorporated, "The Story of the Chilsea Closed Circuit Television Project."
Board of Education City of New York, "Who Are The Puerto Rican Pupils in the New York City Public Schools?" edited by Samuel M. Goodman, Lorraine K. Diamond, David J. Fox, Puerto Rican Study 1956. Dade County Public Schools, Miami, Florida. (on-going experiment)

[4] Statistics Concerning Indian Education published by the United States Department of the Interior, Bureau of Indian Affairs, Branch of Education, Washington 25, D.C.

and in-service training workshops for educational personnel.

Arizona has a Bilingual Council, ABC, which is a volunteer organization dedicated to helping the Arizona Public Schools in their endeavor to further and better the education of bilingual children in their state.

The Center for Applied Linguistics of the Modern Language Association of America publishes a series of five motion pictures on the principles and methods of teaching a second language. The series is designed to instruct teachers in the application of modern principles of linguistics to the teaching of a second language.[5]

The National Education Association of the United States, Research Division publishes a bibliography of references on the Teaching of English to the Foreign Born.

English Language Research, Incorporated has published materials for classroom teachers of beginners in English, old and young.[6]

Educational Services presents a new effective, audio-visual approach to language learning.[7]

---

[5] Copyright 1963 by the Center for Applied Linguistics of the Modern Language Association of America, edited and designed by Frank A. Rice.

[6] Harvard Graduate School of Education, "Learning the English Language," produced by English Language Research, Incorporated, 1949

[7] I.A. Richards, Christine Gibson and Associates, Harvard University, published by Educational Services.

The El Paso Public Schools in El Paso, Texas have devised and created picture cards for developing oral language.[8]

The National Association of Foreign Student Advisors are concerned with the field of English for non-English speaking and have some materials available.

Texas has their own Foreign Language Association, they publish bulletin quarterly.[9]

The Texas Outlook, a periodical publishes many articles concerned with Teaching the non-English speaking child.[10]

Very few Publishing Companies concern themselves with educational materials especially geared to teaching English as a second language, however, many books and articles are written and published on Teaching English as a Foreign Language.

Quoting from some of the letters from the states we find such statements as: Question-"How do your classroom teachers handle the situation?" Answer-"Very poorly." "The establishment of special classes

---

8 Alta Stowell Cermin, Carlos Rivera, Manufactured and Distributed by, Springer's El Paso, Texas.

9 Published by the University of Texas in cooperation with the Modern Language Association of America.

10 W. T. Poulos, "The Ector County Oral Vocabulary Bombardment, "Texas Outlook, August, 1959.

has been recommended repeatedly but as yet nothing has been done." One principal writes that he is in complete sympathy with any teacher who is confronted, day by day, with a group of non-English speaking pupils. Some states feel that they have met the problem through the un-graded primary system.

One state knows of no specific teacher training program that is geared to this field, while that same state has one of the most widely known and most often refered to programs for the Teaching of English as a Foreign Language.

One language consultant says, "Whats' going on?--mainly nothing. Nothing, that is that can be called TEFL." (Teaching English as a Foreign Language).

A principal of an elementary school tells us that in his city where there are 18 elementary schools, almost entirely populated by Spanish speaking students, the teachers must be trained on the job by principals and fellow teachers in the field of teaching the non-English speaking. Many escape this assignment as soon as possible. Many teachers must accept this job as a first assignment but seek other assignments when they are contracted.

The same Principal says that plans for the future are indefinite. These people can exert little pressure upon the administration so the children must wait for the public to be educated to their needs before

much can be done to improve the situation. He does not wish to imply that the situation is hopeless, he has served in this area for five years and is aware of changes and much readiness for additional changes. The greatest hope for our Spanish-Speaking students lies with the attitude of the worker in the area. People otherwise concerned cannot of themselves understand the differences that exist.

A coordinator of secondary education admits that his state has done little in dealing with the problems of educating the non-English speaking children. The State Department is recognizing the need to do more for these students but at this time the specific plans have not been developed.

In conclusion, it seems that too few states are doing the very best they can to educate the non-English speaking child. Too few states have any plans for the future in this field. Some states produce excellent materials for teachers of the non-English speaking. Publishing Companies could do more in the line of materials and text books. References books are plentiful and most are very well done.

# BIBLIOGRAPHY


Adams State College. Books in the General Library Collection on Minorities and Immigrants. Alamosa, Colorado, 1963.

Anderson, Theodore and others. "Why I Speak Spanish." Texas Foreign Language Association Bulletin. Vol. 5, No. 4. Austin, Texas, December 1963.

Begay, Mary. An Autobiography. Edited by the Division of Indian Education. New Mexico State Department of Education. Santa Fe, New Mexico - 1962.

Board of Education of the City of Detroit. Special Foreign Class Children. Edited by Edith Cohoe. Michigan - 1957.

Board of Education of the City of New York. Curriculum Materials Prepared by The Puerto Rican Study. New York - 1960

Board of Public Instruction. Planning for Non-English Speaking Pupils. Bulletin 1-C. Dade County Public Schools. Miami, Florida - 1963.

Boyer, Mildred. "Texas Squanders Non-English Resources." Texas Foreign Language Association Bulletin, Vol. 5, No. 3. Austin, Texas - October 1963.

Bureau of Adult Education. Curriculum Materials for Non-English Classes Comprising Day - School Pupils. Hartford, Connecticut.

Bureau of Adult Education. Hints For Regular Classroom and Special Teachers Having Non-English Pupils. Hartford, Connecticut.

Bureau of Indian Affairs. Minimum Essential Goals For Indian Schools. Department of the Interior. Haskell Press. Lawrence, Kansas - 1953.

California State Department of Education. Selected Publications of The California State Department of Education. Sacramento - 1963.

Center for Applied Linguistics of the Modern Language Association of America. Publications List Washington, D. C. - 1963.

Cermin, Alta S. and Carlos Rivera. Developing Oral Language Through Pictures. Springers. El Paso, Texas.

Colorado State Department of Education. Visually Annotated Bibliography Reading. Denver, Colorado - 1963.

Department of Public Instruction. Preliminary Guidelines for Instruction of Puerto Rican Pupils. Commonwealth of Pennsylvania. Harrisburg - 1963.

Dick, W. W. "Skipper". A New Approach To Second Language Teaching. Edited by Mamie Srzimore. The State Department of Education. Phoenix, Arizona - 1962.

Division of Curriculum and Instruction. Non-English Speaking Pupils. A Teachers Guide. Milwaukee, Wisconsin.

Division of Indian Education Annual Report. New Mexico State Department of Education to the Bureau of Indian Affairs. Santa Fe, New Mexico - 1962-63.

El Paso Public Schools. Price List of Courses of Study Teaching Aids, and General Publications. El Paso, Texas - 1958.

English Language Research Inc. Learning the English Language. Houghton Mifflin Co., New York - 1949.

Harter, Helen. English Is Fun. Tempe, Arizona - 1962.

Hickey, Edna C. "Adjusting The Curriculum For Bilingual Children." NEA Department of Elementary School Principals 35th Yearbook. Instructional Materials For Elementary Schools. Washington, D.C. - September 1956

Language Arts, Inc. English Instruction. Austin, Texas - 1958.

Los Angeles City School Districts. English For The Foreign Speaking. List of Authorized Textbooks. Los Angeles, California - 1961.

Nation Education Association. References On The Teaching of English To The Foreign-Born. Washington, D.C. 1962.

Office of Special Programs of Education. Program for Non-English Speaking and Foreign Students in Junior and Senior High Schools. Los Angeles City Schools. Publication No. 470. California 1961.

Poulos, W. T. "The Ector County Oral Vocabulary Bombardment." Texas Outlook. August - 1959.

Richards, I. A., Christine Gibson and others. Language Through Pictures. Harvard University. Cambridge, Massachusetts.

Texas Education Agency. Preschool Instructional Program for Non-English Speaking Children. Austin, Texas 1961.

Texas Education Agency. A Report On The Preschool Program for Non-English Speaking Children. Austin, Texas - 1962.

Tiffany, Warren I. My Little Book. Bureau of Indian Affairs, Branch of Education. Juneau, Alaska 1962.

Ulibarri, Sabino. "Children and A Second Language." Newsletter. November, 1963. New Mexico State Department of Education. Santa Fe, New Mexico.

Willink, Elizabeth. A Proposal For Systematic Oral English Teaching In B. I. A. Schools. University of New Mexico. Albuquerque, New Mexico. 1962.

29 Elmfield Street
October 1, 1964

Dear Mr. Potts:

The enclosed paper is the result of my research of last year.

Thanks you for any information or materials which you may have contributed.

Very truly yours,
Lou B. Maglietta